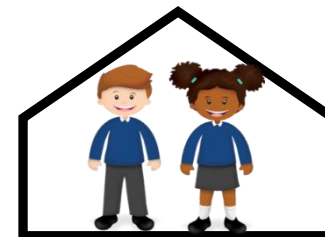




Learning from Home



Class 2

Wk beg:
8th March
'21

Our Key Learning Behaviour this week is the Rabbit's behaviour: empathy and listening

Empathy and Listening

Listen carefully to others so that you can understand them better. Try to put yourself in their shoes.
A rabbit has big long ears which enables it to listen carefully



Listen carefully to others so that you can understand them better. Try to put yourself in their place. A rabbit has big long ears which enable it to listen carefully...

In school, we will be using this skill across the curriculum as we settle back into a more 'normal' pattern of school and get used to being back together.

We will consider the importance of listening to one another and considering the point of view of others in our PSHE and mental health lessons, in which we will talk about ways of coping with disagreements and managing difficult emotions. We will consider the importance of considering how others might feel.

As we continue our World Book Day focus on authors, we will consider their motives for writing books and try to think about different authors points of view as we consider questions we might ask them about their work.

**Daily Dashboard
And Mental Health
(30 minutes)**

**Spelling
(30 mins)**

**Reading
(30 mins)**

**Writing (1
hour)**

Maths (45 mins)

Afternoon Project

When finished each day

Monday

**Collective
Worship**

Mental Health focus:
Talk about Your
Feelings

Our mental health focus today will be to talk about how we have been feeling about the most recent lockdown

Spelling Shed

<https://www.edshed.com/en-gb/login>



<https://www.activelearnprimary.co.uk/login?c=>

In today's lesson we will continue to write and publish the 'Dare to Care'/'-ology' texts that we began last week.

Warm up with





Year 3



<https://classroom.thenati>



PE



Have a look at one of the PE grids on the Google Classroom from a previous week or have another go at one of the lessons.

PSHE

	<p>and how it feels to return to school. We will be using the BBC live lesson at the following link</p> <p>https://www.bbc.co.uk/teach/live-lessons/wellbeing-bouncing-back-to-class/zdk2dp3</p> <p>and the related resources, which can be accessed at Twinkl Go, using the password: RM3460</p> <p>https://www.twinkl.co.uk/go/sign-in</p>		<p>0</p> <p>Please ensure you read regularly from Bug Club, answering the comprehension questions, as well as from any other books you are reading.</p>		<p>onal.academy/lessons/exploring-commutativity-in-multiplication-68tp6r</p> <p>Year 4 https://classroom.thenational.academy/lessons/recognising-common-decimal-equivalents-6dgk6c</p> <p>Year 5 https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d</p> <p>Year 6 https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/</p> <p>Find a rule - one step</p> <p>(Follow-up worksheet on Google Classroom)</p>	<p>Today's PSHE lesson is all about getting on and falling out and links to our Collective Worship theme of Forgiveness.</p> <p>You will find the lesson 'IT's OK to Disagree' on Twinkl Go (at the link below). Use the password: RM9367</p> <p>https://www.twinkl.co.uk/go/sign-in</p>
Tuesday	<p><u>Mental Health focus:</u></p> <p><u>Talk about your feelings</u></p> <p>In today's Mental Health session we will continue to use the resources shown for yesterday's lesson to help us think about and</p>	<p>Spelling Shed https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in</p>	 <p>Bug Club</p> <p>https://www</p>	<p>In today's lesson you should complete your final version of the 'Dare to Care' / 'ology' texts that we began last week.</p>	<p>Warm up with</p>  <p>Year 3 https://classroom.thenational.academy/lessons/e</p>	<p>History</p> <p>In this lesson, you should use various historical source materials and websites.</p> <p>Find out more about the Viking way of life using the BBC Bitesize lesson What was life like in Viking Britain? https://www.bbc.co.uk/bitesize/topics/zt9r9j6/articles/ztqbr82</p>

	<p>express our feelings and recognise the importance of looking after our own wellbeing in a range of ways.</p>	<p>‘Assignments’. Then practise the statutory words for your age group.</p> <p>Your spelling Assignment change weekly on a Tuesday. I will be checking today and I will award 50 extra honey pots and 5TP to anyone who has achieved Royal Bee status in the past week’s assignments.</p>	<p>.activelearnprimary.co.uk/login?c=0</p>		<p>exploring-commutativity-60t36d</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/ordering-decimals-6gt66r</p> <p>Year 5</p> <p>https://classroom.thenational.academy/lessons/factor-pairs-61k3cd</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/</p> <p>Find a rule - two step (Follow-up worksheet on Google Classroom)</p>	<p>Then, choose a particular aspect of Viking life to research in detail, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures.</p> <p>Prepare a page for a class information book about Viking life.</p>
<p>Wednesday</p> <p>Collective Worship</p> <p>https://www.churchofengland.org/our-</p>	<p><u>Mental Health focus:</u></p> <p><u>Talk about your feelings/ Actively Care for Others</u></p> <p>Following on from our PSHE work this week, in today’s Mental Health session, we will consider how to help our friends to resolve conflict, using the following video to think</p>	<p>Spelling Shed</p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your</p>	 <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>In this lesson, we will start to familiarise ourselves with Kevin Crossley-Holland’s version of the famous Anglo-Saxon story, Beowulf. You can find an animated version of this story and some follow-up activities at</p>	<p>Warm up with</p>  <p>Year 3</p> <p>https://classroom.thenational.academy/lessons/dividing-by-a-one-digit-number-no-regrouping-c5jkar</p> <p>Year 4</p>	<p>Design and Technology</p> <p>In this lesson, we will practise a range of techniques such as using sticks, canes and willow twigs to experiment with wattle and daub; experimenting with building a small model from lolly sticks and modelling with paper straws and card- gluing several layers of card together, using triangular shapes rather than squares, adding diagonal support struts and using 'Jinks' corners (small, thin pieces of card cut into a right-angled triangle and glued over each joint to straighten and strengthen them).</p>

faith/faith-home/faith-home-videos/collective-worship-primary-schools-feelings-s2e4	<p>about the role of a peer mediator or playground buddy.</p> <p>https://www.bbc.co.uk/bitesize/clips/z6stsbk</p> <p>We will consider what is meant by a 'win-win' outcome and consider how we might advise children in different scenarios to help them find a 'win-win' compromise. Can you think of some conflict situations you have witnessed and suggest how you might help the people disagreeing how to reach a win-win compromise?</p>	<p>age group.</p>		<p>https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8</p> <p>You could also create a likes/dislikes/patterns and puzzles chart to reflect what you think about the story.</p>	<p>https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-part-1-74rk6t</p> <p>Year 5 https://classroom.thenational.academy/lessons/prime-numbers-65j38e</p> <p>Year 6 https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/</p> <p>Forming expressions (Follow-up worksheet on Google Classroom)</p>	<p>Music</p> <p>Listen to the Music lesson at https://www.bbc.co.uk/programmes/articles/4wF86t3YRS5SFQ4fsHlPfJt/viking-saga-songs-3-goblins-a-go-go</p> <p>Scroll down to listen to the story and then to listen to 'In the Hall of the Mountain King' by Edvard Grieg, from his famous Peer Gynt Suite.</p> <ul style="list-style-type: none"> • Note how the music gets faster ('accelerando') and louder ('crescendo'). • What do you think may be happening in the hall of the Mountain King during this music? • Grieg also wrote several goblin piano-pieces (e.g. 'Kobold' and 'Goblin's Bridal Procession'.) <p>Create a 'mining-rhythms' piece, using classroom instruments, metal-sounds (e.g. cutlery and tools), stones and pebbles, etc. The layers of sound can gradually build up, then drop out.</p> <ul style="list-style-type: none"> • Have a go at improvising jazzy 'scat' sounds with your voices, making up nonsense-words as if in an invented 'goblin' language...
<p>Thursday</p>	<p><u>Mental Health focus:</u></p> <p><u>Talk about your feelings/ Actively Care for Others</u></p> <p>We will watch the following video about peer mediation and write a list of guidelines for peer mediators to help remind us what to do when trying to help solve disagreements in the playground.</p>	<p>Spelling Shed https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory</p>	 <p>https://www.activelearnprimary.co</p>	<p>In this lesson, we will continue to think about the story of Beowulf. We will think about how the different characters are feeling at different points in the story.</p> <p>How do you know? Draw some pictures of the characters</p>	<p>Warm up with</p>  <p>Year 3</p> <p>https://classroom.thenational.academy/lessons/solving-multiplication-and-division-problems-using-the-bar-model-6crp2c</p> <p>Year 4</p>	<p>Science</p> <p>Continuing our work on Living Things, in this lesson, we are going to learn about the differences in the life cycles of amphibians and insects. We will learn what life cycles are as well as focusing on metamorphosis.</p> <p>https://classroom.thenational.academy/lessons/how-does-the-lifecycle-of-an-insect-compare-to-an-amphibian-cmrkd</p> <p>RE</p>

	<p>We will practise listening to each other and role play NOT listening to help us understand what makes a good listener.</p> <p>Make a list of times when it is important for you to show good listening behaviour and a poster to explain what good listening looks like.</p>	words for your age group.	uk/login?c=0	<p>and write sentences about how the characters feel at different points in the story, using the sentence construction below:</p> <p><i>When..... the character of ... felt.... We know this because....</i></p> <p>Can you draw a feelings graph to show how the feelings of one or more of the central characters change as the story progresses?</p>	<p>https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-part-2-70v30r</p> <p>Year 5</p> <p>https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/</p> <p>Substitution</p> <p>(Follow-up worksheet on Google Classroom)</p>	<p>In this week's RE lesson, we will be investigating what happens in a Jewish bar mitzvah or bat mitzvah coming of age celebration and what the significance of this event is in the life of a young Jew.</p> <p>Investigate bar and bat mitzvah ceremonies.</p> <p>Use www.reonline.org.uk/specials/jwol/ click on what we do, then time and then life cycles to find information about the ceremonies.</p> <p>Can you use your skill of empathy to think about how a Jewish person might feel about their bar or bat mitzvah?</p> <p>Write a diary in role as a Jewish person, describing their bar/ bat mitzvah ceremony and explaining how they felt about it.</p>
Friday	<p><u>Mental Health Focus:</u></p> <p><u>Talk about your feelings</u></p> <p>We will watch the video at https://www.bbc.co.uk/bitesize/clips/zb9g9j6 and discuss our own ways of managing anger.</p> <p>When do you have trouble controlling your feelings and reactions. What helps you to</p>	<p>Spelling Shed</p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your</p>	 <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>In this lesson, we will continue to explore the story of Beowulf. We will look at the skeleton story plot of a 'Defeating the Monster' story (see below) and plot the events of this story against this 'blueprint'.</p> <p>1 We meet the monster and the hero.</p> <p>2 The hero</p>	<p>Warm up with</p>  <p>Year 3</p> <p>https://classroom.thenational.academy/lessons/solving-multiplication-and-division-problems-by-drawing-the-bar-model-65k3je#</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/multiplying-and-dividing</p>	<p>French</p> <p>Use the following video links to learn more about French clothes and colours:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-and-colours/zkhxpg8 https://www.youtube.com/watch?v=u8QuF8aWcyE https://www.youtube.com/watch?v=X4reKGAoIVU</p> <p>Can you form some sentences using the verb <i>porter</i> meaning 'to wear'?</p> <p><i>Je porte... I wear</i> <i>Tu portes... You wear (singular informal)</i> <i>Il/ elle porte... he/she wears</i> <i>nous portons... we wear</i> <i>vous portez (you wear (plural/ formal))</i></p>

	<p>exercise self-control and manage your emotions effectively?</p> <p>Make your own '5 point scale' – see the example below.</p> <p>Think about what it feels like and looks like for you to be at each number point on your feelings scale and how you can manage those feelings appropriately.</p>	age group.		<p>moves towards the monster but still feels safe and comfortable.</p> <p>3 The hero and monster meet. They battle and it looks like the hero might fail.</p> <p>4 There is a big battle where all seems lost but is finally won.</p> <p>5 The monster is dealt a fatal blow and its dark power is overthrown. The hero enjoys the prize.</p>	<p>by-100-part-1-68vk6c</p> <p>Year 5 https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e</p> <p>Year 6 https://whiterosemaths.com/homelearning/year-6/spring-week-5-number-algebra/</p> <p>Formulae (Follow-up worksheet on Google Classroom)</p>	<p><i>ils/ elles portent (they wear)</i></p> <p>World Book Day</p> <p>See Google Classroom.</p> <p>Join the class for a live lesson to share the presentations about our favourite authors that we have prepared.</p> <p>Have a look at some of the author interviews at https://www.readingrockets.org/books/interviews</p> <p>Think about some questions you might ask your favourite author. This video might help you to think about how to interview someone effectively.</p> <p>https://www.puffinschools.co.uk/resources/ks2-ks3-video-how-to-interview-extraordinary-people/</p> <p>Write a letter to your own favourite author to ask them more about their motivation, books and characters.</p>
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	Feels like	Looks like	I can
5		Screaming Hitting Kicking Running away	Go to break area  Take deep breaths  Go back to a 4
4		Yelling Not being in my space Arguing	Drink water  Take a break  Go back to a 3
3		Loud voice Not following directions	Take deep breaths  Ask for help  Go back to a 2
2		Listening to others Calm words & body Doing my best	Earn stars & have a great day!
1		Tired eyes Lying on floor Not listening	Get a drink  Stand & Stretch Get fresh air 